DOCUMENT RESUME

ED 102 782 95 EC 071 470

AUTHOR	Lazar, Alfred L.; And Others
TITLE	A Study of Black University Student Attitudes on Three Attitude Scales.
INSTITUTION	California State Univ., Long Beach.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Nov 74
GRANT	OEG-0-74-2794
NOTE	12p.; Paper presented at the Annual Meeting of the California Educational Research Association (53rd, San Francisco, California, November 1974)
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*Age Differences; *Attitudes; Educational Objectives; Exceptional Child Research; *Handicapped Children; *Negroes; *Sex Differences; Social Adjustment; Undergraduate Study

ABSTRACT

Examined in 60 black undergraduates were the effects of age and sex on attitudes toward the handicapped, attitudes toward instructional goals, and social adjustment. Ss ranged in age from 18 to 42 years and were administered the following scales: Attitude Towards Handicapped Individuals Scale, Preferred Student Characteristic Scale, and the Is of Identity Test. No significant differences were found between black male and female students or among age groups on the three attitude instruments. As a group, SS were accepting of the handicapped, were above average in social adjustment, and were directed toward cognitive types of instructional goals. (DB)

ED102782

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

53rd Annual Conference

CALIFORNIA EDUCATIONAL RESEARCH ASSOCIATION

November 7-8, 1974
San Francisco, California

A STUDY OF BLACK UNIVERSITY STUDENT ATTITUDES ON THREE ATTITUDE SCALES

Alfred L. Lazar, CSULB

Diane DeBoer, CSULB

Barbara Green, CSULB

Donna Haughton, Texas Women's University

(This investigation was supported in part by BEH Grant Number OEG-0-74-2794. The opinions and conclusions stated in this paper are those of the authors and are not to be construed as official or necessarily reflecting the policy of the Bureau for the Educationally Handicapped, U.S. Office of Education)

California State University, Long Beach
Long Beach, California 90840

EC071170

INTRODUCTION

During the past two years a rather massive evaluation study of the special education program at California State University Long Beach has been conducted to further enhance the efficacy of the present program. An Entry-Exit Attitude Study is one thrust of this total effort being funded by the Bureau of the Educationally Handicapped, U.S. Office of Education. This particular project has been using a variety of attitudinal instruments to assess their effectiveness and possible use as part of a future test battery. The basic objective for attempting to develop such a predictive battery would be to identify two types of students enrolling into the special education program: (1) those with strong negative attitudes toward the handicapped and so poorly adjusted that they might be counseled out of the program before considerable time, energy, and monies are expended by all concerned, as often happens at the terminal end of many training programs; and (2) attempt to identify others having difficulty in accepting the handicapped so that they might be assisted through highly individualized counseling and programming.

This small pilot study was developed to explore one of the many avenues now being explored to attempt to identify a variety of variable that might have a significant impact on future norming of the selected instrumentation. A review of select literature dealing with the basic criterion tests being used and the handicapped population per se, indicated no effort to use a black sample. In light of this library finding, it was felt that an initial pilot probe to study the question,

"How do black male and female university students tend to score on the three instruments being used to measure attitudes toward the handicapped per se, social adjustment, and disposition toward affective or cognitive instructional goals. A second aspect of the study would be concerned with age as a variable for possible consideration, along with sex.

Since no related research was found regarding the study of black university students and the concerned instruments, six null hypotheses were developed to guide the investigation:

(1) There would be no significant sex difference between male and female black university students as measured by the Attitude Towards Handicapped Individuals scale (ATHI).

(2) There would be no significant sex difference between male and female black university students as measured by the Preferred Student Characteristic Scale (PSCS).

(3) There would be no significant sex difference between male and female black university students as measured by the Is of Identity Test (IOI).

(4) There would be no sigificant age difference between three age groups as measured by the ATHI.

(5) There would be no significant age difference between three age groups as measured by the PSCS.

(6) There would be no significant age difference between three age groups as measured by the IOI.

METHOD & PROCEDURE

Subjects:

The sample consisted of 60 black students enrolled at California State University, Long Beach in a variety of undergraduate programs. Thirty males and thirty females were randomly selected and invited to participate in the study. Contact and invitation to participate was extended and coordinated by a black member of the research team. The subjects ranged in age from 18 to 42, with the largest number in the 22 to 25 age group. Excellent cooperation was reported with only a few individuals indicating a desire not to take part.

Procedure:

A black female investigator of the team was designated to make the invitation to participate and to administer the battery to all subjects, one subject at a time. Study of time required to take and complete the battery varied from a minimum of 30 minutes to a maximum of 55 minutes, which is characteristic of other groups tested in the past. Scoring of instruments was completed by two other team members, while the library research was conducted by still another member of the team.

Instruments:

Three different attitude instruments were used to tap three different areas of human attitudes. (1) ATHI: This is a 20-item Likert scale developed by Lazar (1973) to measure attitudes of acceptance or rejection of the handicapped. The possible range of

scores is from 0 to 120, the higher score indicating greater acceptance of the handicapped with the lower score indicating rejection. Lazar has established that scores of 70+ are accepting, whereas scores below might be indicative of rejection, but cautions that this is still a rather fragile line of demarcation based upon the study of over 400 students majoring in education at CSULB. Each of the 20 items is rated on a six point scale as indicated below:

+ 3 I agree very much
+ 2 I agree pretty much
+ 1 I agree a little
- 1 I disagree a little
- 2 I disagree pretty much
- 3 I disagree very much

In previous research with the ATDP (Attitudes Towards Disabled Persons) that was developed by Yuker, Block, and Younng (1966) it was found that the term "disabled" was too restrictive in meaning. Thus, the ATDP was modified basically with the changing of the term "disabled" to "handicapped." This appears to be a more general term and less compliants have been registered with its usage when one attempts to obtain reactions toward various exceptionally handicapped categories. A product-moment correlation of .802 has been reported between the ATHI and the ATDP (form 0), and a coefficient of stability of .732 using a test-retest design over a two week period for the ATHI. (Stodden, Graves, & Lazar, 1973)

(2) PSCS: This is a 36 item forced choice response scale developed by Nelson (1964) to measure affective and cognitive attitudes toward instructional goals. It is based upon the assumption that a cognitive individual would be primarily concerned with intellectual, abstract, and content per se, whereas, the affective individual would be more concerned with emotional and social climate. The author reports reliability measures of .91 (split-half corrected) and .63 (test-retest) for the PSCS. The range of scores is from zero (affective) to 36 (cognitive) with the mean of 18 being the dividing point for the two groups according to Nelson's method of scoring. A modified scoring method developed by Lazar (1971) is used in which three categories are identified rather than two by Nelson. They are affective (0-12), affective/cognitive (13-24) and cognitive (25-36) thus allowing for a possibl blend of individuals at the middle. One other advantage of this modified scoring method is that it accounts for the regression towards the mean effect that is often characteristic of many attitude instruments, but it also really identifies and separates the affective and cognitive individuals per se.

(3) IOI: This is a 100 item, true, false, or undecided response instrument to measure social adjustment that was developed by Weiss (1954) a general semantics advocate. The range of scores can be from zero to 100, with the norm range for the average adjusted person being 40 to 60, with higher scores indicating more effective social adjustment, while conversely, scores below

40 indicating a problem in social adjustment. The author offers no validity or reliability data for the IOI. Lazar and Fernandes (1973) reported a rank correlation of .343 between the IOI and the ATDP. This finding was statistically significant at the .01 level.

Treatment of Data: Independent mean t tests were used to statistically treat the data, and the .05 level of significance selected as the basis for rejection of the six null hypotheses that were formulated. All treatments for the sex and age variables proved to be nonsignificant, thus sustaining the nulls that were advocated.

RESULTS & DISCUSSION

The results for the study of the sex variable on three different instruments are reported in Table 1. No sex difference was found between male and female black university students as measured by the ATHI, PSCS, and IOI scales. Both sex groups scored above the criterion of 70+ to indicate that they are as a group accepting of the handicapped. In terms of instructional type goals,both groups lean very strongly toward the cognitive direction as defined by Nelson (1964) or between the upper limits of the affective/cognitive and the cognitive lower limits as defined by Lazar (1971). Both black males and females in this study are well above the average range for social adjustment (40 to 60) as defined by Weiss (1954). It would appear that sex as a variable would not have any real implications for separate norms for males and females on the three

instruments employed in this study. It would be of value to compare this group of blacks with other ethnic groups to see if any differenc might appear. There are plans for this in the near future.

Table 2 gives the age ranges for the three groups used, their sample size, mean scores on the three instruments, and standard deviations. In conjunction with Table 2, a study of Table 3 will reveal that none of the nine t tests that were conducted between the three groups on the three instruments were statistically significant, thus sustaining the three null hypothese that age as a variable would not have an impact. It is interesting to note that the group means for A and C on the ATHI and IOI are about the same, however the B group on the ATHI drops lower to form a bimodal type curve, while on the IOI the same B group has a high peak. While not statistically significant, the means indicate that on the ATHI the B group with an age range of 22-25 appears less accepting, whereas on the IOI they are better socially adjusted. All three groups are about the same on the PSCS, having a strong cognitive inclination in terms of instructional goals.

SUMMARY

The six null hypotheses wre sustained in that no statistically significant differences were found between black male and female university students on the three attitude instruments that measured for social adjustment, acceptance or rejection of the handicapped, and the nature of instructional goals desired along an affective/ cognitive dimension. As a group, both males and females, and three

age groups (18-21, 22-25, and 26-42) were accepting of the handicapp as measured by the ATHI scale, all were above average in social adjustment as measured by the IOI, and all appear to be directed toward cognitive type of instructional goals.

SELECTED REFERENCES

1. Lazar, A. and Ernandes, C. "Is There a Sex Difference as Measured by the IOI ?" ETC., A Review of General Semantics: 31 (2) 170-172.

2. _____. ATHI Scale. California State University, Long Beach. 1973. Developed through the support of BEH-USOE Grant Number OEG-0-72-3963.

3. _____, Orpet, R. and Fogg, W. "Sex Differences in the Distribution of Attitudes Toward Handicapped Individuals on the Part of Select College Student Subjects," A paper presented, 49th Annual Conference, California Educational Research Association, San Diego, California, April, 1971.

4. Nelson, C. "Affective and Cognitive Attitudes of Junior High School Teachers and Pupils," Journal of Educational Research 58, 81-83, 1964.

5. Weiss, T. The Is of Identity Scale, The International Society for General Semantics, San Francisco, California. 1954.

6. Stodden, R., Graves, M. and Lazar, A. "The Relationship between the ATDP and ATHI scales for Assessing Attitudes," A paper presented, 52nd Annual Conference, California Educational Research Association, Los Angeles, California, 1973.

7. Yuker, H., Block, J., and Younng, J. The Measurement of Attitudes Toward Disabled Persons. Albertson, NY: Human Resources Center, 1966.

TABLE 1

Comparison of Black Scores
by Sex on Three Scales

SCALE	GROUP	N	$\bar{X}$	S.D.	t	p.
ATHI	Females	30	75.73	18.64	.57	n.s.
	Males	30	73.30	14.19		
PSCS	Females	30	22.00	6.37	1.15	n.s.
	Males	30	23.96	6.75		
IOI	Females	30	74.33	16.23	.39	n.s.
	Males	30	72.76	14.13		

TABLE 2

GROUP SIZE, AGE RANGE, MEAN SCORES
AND STANDARD DEVIATIONS

SCALE	AGE GROUP	N	$\bar{X}$	s.d.
ATHI	A = 18-21	16	78.50	12.35
	B = 22-25	27	72.81	13.24
	C = 26-42	17	78.88	15.14
PSCS	A = 18-21	16	22.88	5.41
	B = 22-25	27	22.63	7.05
	C = 26-42	17	23.59	7.29
IOI	A = 18-21	16	71.44	20.32
	B = 22-25	27	77.19	10.21
	C = 26-42	17	69.76	15.61

TABLE 3

MULTIPLE t COMPARISONS
GROUPS IN TABLE 2 ABOVE

ATHI			PSCS			IOI		
Groups	t	p	Groups	t	p	Groups	t	p
A vs C	.08	n.s.	A vs C	.32	n.s.	A vs C	.27	n.s.
B vs C	1.40	n.s.	B vs C	.43	n.s.	B vs C	1.91	n.s.
A vs B	1.39	n.s.	A vs B	.12	n.s.	A vs B	1.24	n.s.